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ABSTRACT

This book argues for the importance of addressing the role of culture in the lives of student teachers. It explains how passionate dialogue in small groups about multicultural literature and autobiography can transform teachers' lives and practice, arguing for a broad and intellectual, yet practical and concrete, vision of teacher development in which teachers not only begin to explore issues of race and class, gender and culture, but also themselves as thinkers and articulate voices. The book describes how one teacher educator approaches culture by reading and discussing autobiographical literature with students. The 10 chapters are: (1) "Turning Inward To Begin Cultural Inquiry"; (2) "Talking and Thinking about Culture"; (3) "The Stories by Which We Teach"; (4) "Conversation and Narrative in the Future Teachers' Autobiography Club"; (5) "Inquiry into Autobiography and Conversation"; (6) "Narrating Culture in Book Talk"; (7) "Transformative Genres"; (8) "Difficult Conversations"; (9) "Culture across Texts and Contexts: The Literacy Circle"; and (10) "How Culture Matters." Sample Narratives are appended. (Contains references.) (SM)

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